



# LOYOLA

## UNIVERSITY CHICAGO

School of Communication  
COMM 400  
Introduction to Digital Media  
Fall 2018

*Preparing people to lead extraordinary lives*

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Office: CLC 620 (inside Lewis Library)

Office Hours: By Appointment Only – Online Appointments Available

**Course Description:** Students will learn about the design and usability of websites from several perspectives: how they look, how they work, and how they are made. Students must be enrolled in the graduate program for MC in Digital Storytelling.

**Course Outcomes:** Students will how stories are told through new media, understand how to analyze and critique them and create digital artifacts that demonstrate their role as effective and ethical producers and users of new media.

**Course Design:** The course will utilize lectures, guest speakers, readings, projects, and discussions. While graduate-level study is self-driven, the variety and combination of course components are devised to motivate students to engage in active learning. Students are expected to come to class prepared to participate in discussions. An important aspect of this course is the inquiry-based learning model and group work. Every person in this class has something to teach you – you are expected to participate fully in all group work and in-class activities.

**Required Text:** No textbook is required for this course. Many readings will be assigned. All readings will be made available on Sakai, or on reserve at the Lewis Library. You may purchase any copies of texts you would not like to read at the library.

### Grade Components:

| Category      | Percent Value | Total Points         | Comments  |
|---------------|---------------|----------------------|---|
| Portfolio     | 25%           | 100 points           | Your portfolio is meant to be used throughout your degree at Loyola and should showcase your skills, knowledge and curricular achievements. In this class, we will build the foundations of a portfolio that you can add to throughout your program. More information on this assignment can be found on Sakai. |
| Participation | 20%           | Scale of 5 each week | This class heavily relies on class participation. Each class is worth a total of 5 participation points. <ul style="list-style-type: none"><li>1 point: attending class</li></ul>   |

|                                      |     |            |  |
|--------------------------------------|-----|------------|--|
|                                      |     |            | <ul style="list-style-type: none"> <li>• 1 point: contributing meaningfully to the discussion</li> <li>• 1 point: completing all in-class activities or group work</li> <li>• 2 points: completing all assignments each week</li> </ul> <p>At the end of the semester - you will receive an average grade based on your participation.</p> |
| Technology Quiz                      | 10% | 15 points  | There will be one quiz in this class designed to check your understanding of fundamental web design and technology vocabulary.   |
| Writing for Different Audiences      | 10% | 50 points  | To match the storytelling and technology components of this course – we’ll practice writing for different audiences. You’ll be given one topic and several primary artifacts and asked to tell the story 3 different ways. More information can be found on Sakai.   |
| Nielsen Log                          | 10% | 20 points  | This will be our first assignment in class. It’s a warm up exercise to help you conceptualize the concept of digital media, audiences, and platforms. More information can be found on Sakai.  |
| Final Project – Paper & Presentation | 25% | 100 points | You will be asked to write a paper on an emerging technology and its impact on the digital media landscape and make a presentation about your findings. The presentations and papers will be due during week 15, but some presentations will take place during week 16. More information can be found on Sakai.                            |

### Course Policies

**Attendance** – Regular and **on time** attendance is essential for the educational process to work. Loyola University Chicago expects all students to attend every scheduled class on time. Exceptions may be made for University sponsored or work-related activities, illness, or valid emergency situations. Any unexcused late arrivals and absences will result in a lower participation grade. Full participation points will not be awarded simply because you showed up – you are expected to come prepared, participate, and stay through the entire length of class.

**Meeting Deadlines** – Deadlines for all projects are firm. Any work turned in after the deadline will receive a one letter grade reduction for each week it is late, even if by one day.

**Special Needs** – Please give me written notice in the first week of class about any medical or other conditions that may interfere with your individual performance. Documentation may be

required. Information about Services for Students with Disabilities (SSWD) can be found at <http://www.luc.edu/sswd/index.shtml>

**Wellness Center** – Students are urged to contact the Wellness Center for any physical or mental health issues. Visit <http://www.luc.edu/wellness/> if you have issues or concerns about you or someone you know.

**Spelling & Grammar** – All assignments must be typed (unless otherwise directed) and free of spelling and grammatical errors. Allow time for proofreading, editing, and revision. As a student in communication, you have a responsibility to pay close attention to details and if your work contains blatant errors, expect a grade deduction.

**Plagiarism and Academic Integrity** – Any use in whole or in part of another person’s work or ideas constitutes plagiarism and will result in an automatic failure in this course. Details of the SOC policy on this issue will be given to students and they are expected to understand and follow the policy. Students should always ask questions if they are not sure about the policy rather than risking a failing grade. The policy can be found at: <http://www.luc.edu/soc/Policy.shtml>. Remember, integrity is one of the most important traits for success. You control your own honor and integrity.

### Performance Evaluation and Grading

In addition to project specifics, evaluation of assignments will use this rubric to ensure clear/consistent grading.

| Grade          | Description  |
|----------------|--|
| <b>A range</b> | Excellent analysis that critically examines topic; digs deep beneath the surface. Creative and innovative approach to the problem/question being considered. Outstanding content, clarity of writing and organization of research material. Sophisticated, appropriate use of language. Thorough research and documentation of ideas, arguments, and comments. Free of mistakes: no typos; no misspellings; no punctuation or grammatical glitches; no errors of fact. All the necessary details, documentation, quotes, citations, and specifics are there.   |
| <b>B range</b> | Very good attempt to link analysis to class themes, but more connections could be made. Very good to excellent; above average work and research. Some improvement needed in content, clarity, organization, or documentation. Occasional typos or other glitches say more about the lack of close proofreading than failure to master the mechanics of spelling, punctuation, and grammar. More details, quotes, citations, or examples needed. Errors of fact (incorrect spelling of a title, reference name, source, or date, etc.) show inattention to detail/accuracy although content is above average. |
| <b>C range</b> | Average analysis that lacks clear connections to class themes. Average, acceptable writing and research that meets basic expectations. Needs much work on content, clarity, organization, and documentation. Although basic facts most likely are there,   |

|                |  |
|----------------|--|
|                | lacks elaborating and supporting documentation or quotes. Errors indicate need for improvement in grammar, punctuation, spelling, and word usage: material was not proofread carefully. Errors of fact (incorrect spelling of a title, reference name, wrong source, date or page number, etc.) show inattention to detail and accuracy. |
| <b>D range</b> | Weak, unfocused work. Organization is below average, with numerous grammar, punctuation, and spelling errors. Documentation and details are scanty or superfluous, with errors of fact. Paper may reflect a lack of understanding of the assignment or a lack of research effort.  |

### Grading Scale

(The grading policy is subject to change but it will be based on these guidelines.)

|             |             |             |                |
|-------------|-------------|-------------|----------------|
| 100-93% = A | 87-83% = B  | 77-73% = C  | 67-63% = D     |
| 92-90% = A- | 82-80% = B- | 72-70% = C- | 62-60% = D-    |
| 89-88% = B+ | 79-78% = C+ | 69-68% = D+ | 59% $\geq$ = F |

## Week 1

### Monday August 27 - Introduction to Digital Media

Readings due this week: *Digital Society* chapters 1 & 2

Be prepared to discuss – “*What is the digital world?*”

Assignment for next class: Nielsen Log; prepare to discuss “*Who lives in the digital world?*”

## Week 2

### September 3 – Labor Day

No Class

Continue Working on Nielsen Assignment

## Week 3

### September 10 - Digital Consumers & Audiences

Assignment due today: Nielsen Log

Readings due this week: Case Study on Audience Attention & the Mintel Report on Digital Consumers

Be prepared to discuss “*Who lives in the digital world?*”

- Who are digital consumers?
- How has technology changed society?
- How has technology changed the way we consumer media?

## Week 4

### September 17 - Introduction to Web Concepts

Readings due this week:

*The Things that Make Us Smart* Chapter 7

*Digital Media Handbook* Chapter 15

Be prepared to build a website based on information seeking behaviors.

Topics covered:

- Web 2.0
- Metadata
- Taxonomy & Hierarchies
- Algorithms
- SEO
- User Behavior obstacle

Assignment Introduction: Online Portfolios - will be graded as your final project.

## Week 5

### September 24 - Social Media

Quiz: Technology Vocabulary

Readings due for this week:

Read the *Quartz Media Timeline on the Cambridge Analytica Scandal* – as well as a minimum of 3 of the linked articles from the timeline.

<https://qz.com/1240039/the-cambridge-analytica-scandal-is-confusing-this-timeline-will-help/>

Topics covered:

- History & Future
- Policy
- Cases (Cambridge Analytica, Others)
- Metadata & Social Media
- Licensing Agreements & Ethics

## Week 6

### October 1 - Digital Content Management

Readings due today:

*The Content Management Handbook* Terms & Definitions, Chapter 1 & 2

Topics Covered:

- Josh da Silva - Guest speaker on content management & distribution
- Digital Content Formats
- Technology inventory/Needs assessments
- Introduction to Gartner

## Week 7

FALL BREAK – October 8<sup>th</sup>

## Week 8

October 15 – Final Project Prep

Office Hours by appointment to discuss final projects.

Come with an agenda. We can also discuss other things from the class you don't understand.

## Week 9

October 22 - Digital Media & Storytelling: Preparing Content for Different Audiences & Introduction to Media Planning

Readings Due Today:

*Digital Media Handbook* Chapter 10

*Advertising and Promotion: An integrated Marketing Communications Perspective* Chapter 10

Topics Covered:

- How do we research our audience?
- How do we know what their values are?
- What is the most effective means of communication?
- What cultural, societal, or technological trends will impact content production?

Assignment: Using the artifacts provided – we're going to write for an audience. Write me: A Feature Piece for the NYT, A Blog Post for the agency/company, a headline when that article is shared on Facebook and a tweet. Due in 2 weeks.

## Week 10

October 29 - Infographics

Readings Due Today:

*Infographics: The power of Visual Storytelling* Chapters 1-3

[https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01LUC\\_ALMA51172352500002506&context=L&vid=01LUC&search\\_scope=Library\\_Collections&tab=default\\_tab&lang=en\\_US](https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01LUC_ALMA51172352500002506&context=L&vid=01LUC&search_scope=Library_Collections&tab=default_tab&lang=en_US)

Topics Covered:

- What is data?
- Selecting an appropriate infographic style
- Transforming data into narrative
- Visual communication
- Tools for creating infographics

## Week 11

### November 5 - GIS & Mapping

Assignment Due Today: Writing for Different Audiences

Readings due today:

*GIS Basics* Chapters 1 & 2:

[https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01LUC\\_ALMA51172352500002506&context=L&vid=01LUC&search\\_scope=Library\\_Collections&tab=default\\_tab&lang=en\\_US](https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01LUC_ALMA51172352500002506&context=L&vid=01LUC&search_scope=Library_Collections&tab=default_tab&lang=en_US)

Topics Covered:

- Possible Guest Lecturer
- What is GIS?
- How can GIS be applied in storytelling?
- Tools for GIS & Getting Started

## Week 12

### November 12 – Office Hours by Appointment

Office hours by appointment to discuss final projects.

Come with an agenda. We can also discuss other things from the class you don't understand.

## Week 13

### November 19 - Project Management

Readings due today:

*Project Management* Chapters 1-3

[https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01LUC\\_ALMA51176450890002506&context=L&vid=01LUC&search\\_scope=Library\\_Collections&tab=default\\_tab&lang=en\\_US](https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01LUC_ALMA51176450890002506&context=L&vid=01LUC&search_scope=Library_Collections&tab=default_tab&lang=en_US)

Topics Covered:

- What is project management?
- Outside the professional competency – what do you need to know?
- The triple-constraint model
- Managing people & making decisions

## Week 14

### November 26 – Production Concepts

Readings due today:

*Media production, delivery and interaction for platform independent systems: format-agnostic media* Chapters 1 & 2

[https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01LUC\\_ALMA51174997560002506&context=L&vid=01LUC&search\\_scope=Library\\_Collections&tab=default\\_tab&lang=en\\_US](https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01LUC_ALMA51174997560002506&context=L&vid=01LUC&search_scope=Library_Collections&tab=default_tab&lang=en_US)

Topics Covered:

- Guest Lecturer: Ashley Fiorelli, content distribution coordinator for E!
- Prepping for the unknown
- Adapting for the future
- Working with technical teams & technical requirements

## Week 15

### December 3 - Final Project Presentations

- Pick a technology/trigger innovation
- Tell us about the history
- Tell us about the current applications/use cases
- How is it currently being used in your intended career path?
- Tell us about its future and your projections for its impact about digital media

### Portfolios Due

- Resume
- Multi-platform (at least 3 formats)
- Buildable for future assignments
- Must include tagging/metadata/SEO
- Must have user-centered navigational menus and be easy to use.

## Week 16

### December 10 - Final Project Presentations